

THE SIERRA EDUCATIONAL NEWS

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Victory for XVI

Amendment Sixteen is the MAGNA CHARTA of education in California. It guarantees a competent American teacher for every child. We who sponsored the amendment must see that this guarantee is fulfilled. Let us rejoice in the promise of better American citizenship as a result of the great victory of November Second.

WILL C. WOOD,
Superintendent of Public Instruction.


Constitutional Amendment Sixteen has triumphed gloriously because California loves her children and intends to give each child a fair and equal chance for an education. All honor to teachers, members of school boards, the newspapers and other valiant friends of education who waged this great battle to an overwhelming victory.

MARK KEPPEL, *Chairman,*
Committee of Fifteen on Constitutional Amendment.

Adoption of Amendment Sixteen by overwhelming majority of 200,000 votes expresses public confidence in the public schools as the makers of democracy. California is not willing that her schools shall close for lack of teachers and that children in less favored communities go without schooling. The voters demand that California schools shall be the best and now make this the obligation of the teaching force.

E. MORRIS COX, *President,*
California Teachers' Association.

Advance election returns are being received as we go to press. These give assurance of a great victory. Amendment Sixteen has carried by a large majority. We have wired the Superintendent of Public Instruction, the Chairman of the Campaign Committee and the President of the Council to wire us for publication a fifty word outlook for the future. These messages appear above.—Editor.





EDITORIAL



THERE is a code of ethics recognized by the great majority of the members of the teaching profession. Many a teacher or superintendent has suffered the result of a small salary when, after

contracting to fill a **PROFESSIONAL** position, a more alluring offer has been made to go elsewhere. And few men or women will "underbid" a competitor for a vacancy. Rare, indeed, are the instances of a teacher making application to a school board for a position when no vacancy exists, or where it is not known a vacancy is to exist. It is the occasional exception that proves the rule.

There has been sent us by a prominent City Superintendent in California a letter signed by a Superintendent of Schools in an eastern city. This letter is addressed to the Secretary of the Board of Education in the California city in question. It gives evidence of being a form letter sent perhaps to a number of City Boards of Education. The letter follows:

Secretary Board of Education,

My dear Sir:

Will you kindly inform me as to the probability of a vacancy in the Superintendency of your schools during or at the close of the present school term? If a vacancy should occur, I would be pleased to forward my credentials with a formal application.

We are comfortably situated but the weather is too severe. Our schools are State Standard, Superior Class and fully Credited. Graduates of our High School are admitted to the colleges and universities without examination.

I was graduated from the Classical Course at Dickinson College, Carlisle, Pa., with the degree of A. B. and Phi Beta Kappa honors. Later I completed two years' resident work at the University. My education was especially designed to qualify me for the profession of Education. I have done a great deal of lecturing at Teachers' Institutes and on the Chautauqua platform.

Under ordinary conditions, I am confident that I can almost double the efficiency of a corps of

teachers. We make the school term a period of professional study. The best methods and practices of the leading educators of the country are thus employed daily in the classroom work.

Thanking you in advance for the information and hoping that you will place this letter on file, I remain,

Very truly,

The California Superintendent in addressing us, when forwarding the above letter, says:

Dear Mr. Chamberlain:

Enclosed please find circular letter which is being sent to school boards in California. Is there any way of rapping these fellows into a proper conception of professional ethics?

Very cordially yours,

The Sierra Educational News stands four-square for a professional code of ethics in the teaching field. Had there come to this Eastern Superintendent authentic information of a vacancy in this particular school system, the letter of inquiry might quite properly have been written, or, in any case, a confidential letter to the Superintendent himself would have been justifiable. But to write a School Board such a letter of inquiry is to place the author in a position entirely indefensible on any ethical or business grounds.

We cannot refrain from calling attention of our readers to our issue of April, 1914, where, on page 254, we said:

During the past fortnight there has come to our ears much complaint from widely divergent sources of the unprofessional attitude of various members of our fraternity. It is claimed that aspirants for this or that teaching or supervisory position make personal or written application, knowing in some instances that the present incumbent has no intention or desire to retire nor that his resignation is called for. Sometimes, indeed, the applicant calls the attention of the board to the fact that "it is understood so and so is to resign," and hence, application is made, etc.

There is probably less cause for criticism of such unprofessional acts among teachers than exist in most lines of endeavor. Applications should either be of a general nature or for specific positions where definite information of vacancies has been given.

THE teacher shortage problem has many angles. A continued shortage will tend to emphasize the present crises. Of our nearly 700,000 teachers, less than one-half have ever had the advantage of professional training.

KEEP THE These 350,000 have received no more than a high school education—many of them no more than the education offered in the elementary schools. Unless the normal and training schools during the next two years attract students in much larger numbers than heretofore, the schools will retrograde, not advance; education will be throttled.

Does this mean that in this period of uncertainty when the schools are calling for teachers, that we must "let down the bars"? Some people contend that untrained, immature teachers should in this emergency be eagerly sought. They say that a teacher without professional standards or training is to be preferred to no teacher at all. In California we have levied upon all available men and women who are competent to teach—even many of those who have been on the retired list. But the school authorities took high ground in declaring against a lowering of standards. It may be better to suffer temporarily than to adopt methods that will lead to permanent weakness in the school and perhaps to disintegration.

Because all forces should work unceasingly to keep up the school morale, to attract to the profession the best men and women and elevate rather than lower the standards required for teaching, any effort working in the opposite direction is open to criticism. A letter sent from a teachers' agency in the state, under date of Sept. 3rd, to a school board member in a sister state, is significant in this connection. Quotation follows:

Your call of the 28th is before me. We have made numerous efforts to send you a teacher.

We have more than enough teachers to supply all that are now needed in the state. The teachers understand the advantage that they have under the laws and rules of the state and county boards of education. The policy of exclusion has been carried out and now the schools must pay the bill. Teachers that can qualify for California schools are demanding from \$1400 to \$1600.

I have been asking some of the county superintendents to come to the relief of the situation. There are plenty of teachers from other states to supply all the schools now calling for teachers at the salaries the school can pay, if they were permitted to take an examination. The county boards set the time for the examination. In most of the counties the boards have set the time for June, when a teacher from outside the state cannot possibly reach here, and in December when no teacher can afford to sit and wait. The aim is to keep teachers out of the state. This may have been wise when there were enough teachers to supply the schools.

The state board could now in a few minutes relieve the conditions by removing these restrictions. A teacher who has taught successfully in another state for several years is a much safer teacher than the graduates of the state normals.

Your school is in exactly the same condition as the school at Benton, California, was a few days ago. Two months back they asked us for a teacher at \$125, this week they engaged one at \$150."

Please note in paragraph one above: "We have more than enough teachers to supply all that are now needed in the state." But what are the facts? On this date, nearly two months after the letter was written, there are several hundred schools in California without teachers. Before me as I write are requests for teachers from two county superintendents, with no present prospect of our being able to furnish them.

This agency speaks of "the policy of exclusion" and then says that "the state board could now in a few minutes relieve the conditions by removing these restrictions." Shall we permit our standards to be undermined, in order that this agency may fatten on the fee a poorly prepared teacher would pay for placement in some vacancy? "A teacher who has taught successfully in another state for several years is a much safer teacher than the graduate of the state normals," writes the representative of the teachers' agency. Shall we then do away with the teacher

training agencies and return to the old order, where information only, not ability to instruct or professional ideals was demanded?

Says State Superintendent Wood apropos of the letter above quoted: "It seems to me you ought to hit this very hard." He is right. It should be hit hard. We have no place in California for any man or woman who, by placing successful experience even ahead of professional training, tends thereby to undermine the school system, to open the doors to the unprepared teacher, and to detract from the quality of our future citizenship.

GEOGRAPHY as a school subject has found its way into the curriculum in very recent years. It is a comparatively "new" subject. Work listed under the head of geography was, of course, admitted into the course

A GEOGRAPHY of study many years **AWAKENING** ago. But the geography of former years was the geography of location, of boundaries, of length of rivers and population of cities. Its chief function consisted in calling upon the memory to respond when the "map questions" were asked in the recitation period.

A telegraphic report from Paris carries information that the students in the schools of France are up in arms because they are called upon to memorize supposed facts in geography—facts that may, in light of results growing out of the war, fall far short of the truth. Under the heading "Pupils Strike at Upset Geography," the report says:

PARIS, Oct. 23.—(By Universal Service.)—School children of the lower grades are going on a strike in many schools in France as a protest against the study of geography.

Led by a few older pupils, these modern strikers declare they do not wish to waste time learning the geography of Europe until conditions are more or less definitely settled.

"It is ridiculous to make children learn by heart the names and capitals of all the new countries," says the spokesman of the move-

ment, a boy of sixteen. "When I think of all the trouble I had learning the map of Europe once I balk at learning it over again until it's permanent. And I want to spare my fellow pupils from that torture."

The pathetic side about all this is not that the learning may have to be done all over again because the "map of Europe" may be changed. Nor is it the most distressing feature that it may prove a delusion and a snare to "learn by heart the names and capitals of all the new countries," when in the final settlement the names of these countries and capitals may be changed. It is regrettable that time should be so lost. The facts calling forth the practices, however, against which these students are crying out, do not in any fundamental fashion belong to geography. They are the mere husks in which the real study of geography should be bound up.

There is a place, and a very legitimate and necessary place, in the geography course for location and boundary and place names and lengths of rivers and heights of mountains and population of cities. But boundaries change and cities grow and the height of a mountain range is important only as it indicates a relationship to climate or production or commerce or human development.

Geography, properly understood and taught, has always been one of the most interesting and important of the "regular" subjects of the elementary and high school. Its significance is now greater than ever. History is foundationed largely upon geography. If geography is the "study of man in relation to his environment," then it is clear that the war has magnified its importance many fold. The outcome of many of the decisive battles of the late war—of every war—was determined largely on the basis of geography. The development of peoples, the march of civilization, the trend of empire, the location and growth of cities, the production, trade and commerce of the

world, the seat of industry and manufacture, are foundationed in large part upon geography.

And the distressing thing about it all is (amusing and pathetic it would be if not so serious), that so much of this teaching of geography in our country today is still of the order so justly condemned by the boys and girls of France. Few of our college graduates understand the meaning of geography, because they have had no opportunity to really study the subject. The geography of the elementary grades is too often of the character above described. Few of our high schools offer any systematic course in the subject. Because few normal and teacher training institutions emphasize the subject, all the knowledge of geography possessed by the average teacher is secured in the elementary school. And in many normal schools the courses offered are method courses only rather than content and method courses.

Political geography is important. Locational work has a place. Emphasis must be placed upon physical, commercial and regional geography and the social and human implications. It is time that in California and this country generally we had a geography awakening.

AS we go to press the complete election returns from State and Nation are not available. The results, however, are so certain as to warrant statements approximating definiteness. The National contest approaches

THE ELECTION

what, in accepted phraseology, is termed a "land slide" for the Republican party. Senator Harding is elected with a lead over Governor Cox of several million votes. There can be no doubt whatever that to the common mind, a concert of powers with the United States an active participant, rather than the League of Nations in its original form and including Article X, will most surely guar-

antee permanent peace. This was in the final analysis the issue of the campaign.

There were before us in California important State issues. Amendment 16 was the outstanding measure. Wherever it was thoroughly understood the decision to vote "Yes" was instantly made. Sixteen has carried by a vote of nearly two to one. The favorable vote would have been much larger but for the fact that there were twenty amendments on the ballot. Many voters were not informed on the merits of these many measures, and refrained from voting, or voted "No." Some of our leading newspapers opposed the measure. Some of these were honest in their convictions. Others were animated by selfish motives or tied to financial interests whose sole desire was to keep appropriations down even at the expense of our citizenry. In light of this fact the victory is most significant. For the most part, however, the press of the State was loyal. Chairman Keppel of the Campaign Committee, State Superintendent Wood, President Cox of the California Teachers' Association, and the teachers and school people of the State generally, worked unceasingly, in season and out. Even the justice of our cause could not have brought victory but for the concert of effort made possible by the *organization*, The California Teachers' Association. The passage of 16 means a new era in California.

The contest centering around Amendments "25" and "37" in San Francisco involved the most important local school issue in the State. With the defeat of 25 and the passage of 37, the School Department is placed on a reorganized basis. Board members are now salaried. They are named by the Mayor, subject to confirmation or rejection by the people. The Superintendent serves as an appointive officer of the Board.

The Initiative Measure, No. 4, was, fortunately, defeated. Number 12, the University measure seems to have carried.

ADEQUATE PAY FOR TEACHERS*

By P. P. CLAXTON

United States Commissioner of Education

TEACHERS worthy of places in the schools in which American children are prepared for life, for making a living, for the duties and responsibilities of democratic citizenship, and for eternal destiny can never be fully paid in money. Men and women worthy of this highest of all callings will not think first of pay in money or in any other form. For teachers, as for all other workers, Ruskin's saying holds: "If they think first of pay and only second of work, they are servants of him who is the lord of pay, the most unerect fiend that fell. If they think first of the work and its results and only second of their pay, however important that may be, then they are servants of Him who is the Lord of work. Then they belong to the great guild of workers and builders and saviors of the world together with Him for whom to do the will of Him that sent Him and finish His work was both meat and drink."

Workers Paid Largely in Kind

It has ever been and probably must always be that workers of whatever sort received the largest part of their pay in kind, as millers take toll of the grist they grind. Those that work with material things that have easily measured cash values receive their pay chiefly in money or in things whose values are most easily measured in money. Other rewards will be less in proportion and in importance. Those who work largely for other than the material results that can be measured by money must continue to be content to receive a large part of their pay in the consciousness of work well done for a worthy cause, and in participation, by faith at least, in the results, both near and far away in time and space.

The Teachers' Spiritual Rewards

Teachers who do their work well and who, either in fact or by faith, see the world made better as a result; individuals made healthier, wiser, happier; sin and suffering made less; the common wealth made more; social purity and civic righteousness increased; public laws made more just; patriotism broadened and purified; State and Nation made stronger and safer against attack from without and decay

*Read before the National Education Association. (Abridged).

from within; and the world lifted on to a higher plane and into a brighter sunshine and a purer atmosphere, are possessed of wealth unseen and for most unseeable.

All true teachers will think on these things and many of the best will be attracted to and held in the profession by them. It will be all the worse for the profession and the world when it is not so.

But this should not be made an excuse for putting public or private education on a charity basis, nor for paying teachers the miserably low wages they are now paid. It should not be made an excuse for paying such wages as will not permit school boards and superintendents to fix reasonable minimum standards of qualifications for teachers because young men and women who expect to teach can not afford to incur the expenses necessary to prepare themselves to meet the requirements of such standards. It should not be made an excuse for failing to increase the pay of teachers, as the pay in other professions is increased, in recognition of proved merit and in proportion to increasing ability gained through experience, continued study, and constant devotion to duty.

Improved Salaries Benefit the Schools and the Nation

Not for the sake of the teachers primarily, but that the schools may be made fully efficient; that children may be well taught; that the material wealth of State and Nation may be increased so that we may have the means of paying our debts, building our highways, caring for our unfortunates, and meeting other public expenses and at the same time have enough for all the people to live in comfort; that our democracy may be preserved, purified, and made more effective; that scientific discovery, useful invention, and artistic expression may be promoted; that we may act well our part in the commonwealth of the world, we must pay such salaries as will bring into the schools as teachers men and women of the best native ability, men and women strong and well organized physically, mentally, and spiritually; men and women of the finest culture and the most thorough and comprehensive education, academic and professional, and so adjust their salaries as to enable them to hold all those who show themselves most capable and best fitted for the work. In this most important of

all our enterprises we can not afford to pay less.

Many Able Men Have Taught

Our traditional policy of paying to young and inexperienced men and women with little or no question as to their professional preparation salaries almost as large as we pay to those who have had many years of successful experience had at least one merit. It brought into the schools large numbers of young men and women of unusual native ability and of strong character and sometimes such men and women having also good scholarship and fine culture, willing and eager to do the best they could while saving from their comparatively good wages money to start them in business or home making, or to enable them to prepare themselves for those professions for which adequate preparation is required and demanded. Many of the ablest men and women in all walks of life have been school teachers. A good-sized ex-teachers' association could be formed of members of any recent Congress of the United States. We have just nominated two ex-teachers as candidates for the presidency. Unfortunately, however, most of these have remained as teachers in the schools only till they had begun to gain some little comprehension of their task and some little skill in executing it. But despite their lack of preparation and experience it was good for boys and girls to come in contact with them. From this contact many gained inspiration and purpose.

Other Occupations Pay Better

The time has now come when men and women of unusual native ability and strength of character can make more money in any of hundreds of occupations than they can in teaching. A few of them will teach while waiting to find themselves, or to make money for a start in business, or for paying for preparation for other work. They will accept employment which is at the same time more attractive and more remunerative. From now on schools will be taught (1) by unprepared and inexperienced young men and women of mediocre ability and less, while waiting for the maturity which is required for employment in the minor and more common occupations; (2) by the left overs of such men and women who have failed to find more attractive and remunerative employment elsewhere, but have not wholly failed as teachers; or (3) by men and women of better native ability, stronger character, more thorough education, and the professional preparation which will enable

them to succeed to such an extent that they may be induced by the payment of adequate wages to continue to serve their country in a high and valuable way as teachers.

This is the real crisis in education.

We have come to the parting of the ways. Which shall we accept? Makeshift teachers of the first two classes we may continue to get in sufficient numbers by paying salaries relatively as large as those paid in 1914. To have the same relative value and purchasing power as salaries paid in 1913-14, the present salaries and salaries for some years to come must be approximately twice as large as they were then.

We Must Have Strong Teachers

For teachers of the third class—and we should be satisfied with no other—we must pay salaries larger relatively than we have paid at any time in the past, and must adopt a policy which will give such recognition to teachers of unusual ability as will hold them in the service of the schools against the temptation of better pay elsewhere. Temporary increase in pay of teachers will not be sufficient. There must be such guaranty of good wages in the years to come as will induce young men and women of such native ability and character as good teachers can be made of to accept teaching as a profession and take the time and spend the money necessary to prepare themselves for it. The demand for professional preparation and continued service, coupled with inadequate pay, can only result in supplying the schools with teachers of small caliber, unfit to become the inspirers and guides and educators of those who are to make up the citizenry of the great democratic Republic solve the problems, and do the work of the new era. Such teachers are not fit seed corn for the new harvest to which we should and do look forward.

For such teachers as we would have in our schools what may be considered adequate pay? The answer is very easy and short. Such pay as may be necessary to get and keep them. In a conference of leaders of national civic and patriotic societies which met recently at my request in Washington it was agreed that to be considered adequate the wages of teachers should be as much as men and women of equal native ability, education, special preparation, and experience receive for other work requiring as much time, energy, and devotion, and involving approximately as much responsibility.

Just how much this will mean in dollars and

cents in any community I do not know. To determine the amount in any State, city, or country district will require a careful and comprehensive study. But it can quite easily be arrived at approximately, at least, for the country at large.

Average Salary Should Be \$2000

The average wealth production of the adult worker of the United States is not far from \$1250 a year—probably somewhat more. The average for men and women of ability, preparation, and industry of such teachers as we are talking about can not be less than \$2000; it is probably nearer three or four or five thousand dollars. But in view of the fact that teaching is by its very nature an altruistic calling, and also because it may reasonably be supposed that the purchasing power of the dollar will increase considerably within the next few years and the cost of living as measured in dollars relatively decrease, let us agree on \$2000 as an average salary for teachers in the elementary and secondary schools of the United States. This is three times as much as the average for the year 1917-18 and more than 150 per cent above the average for the year 1919-20.

If the pay to beginners is so fixed that the average for all teachers in the first year in urban and rural elementary schools and high schools is \$1200, this will allow other salaries of \$2500, \$3000, \$3500, and \$4000. Salaries of \$5000 or more may be held out as rare prizes for those who have gained experience and have proven their worth and who are willing and able to pay the price of such great and fine service as is recognized by unusual rewards in other professions.

The Money Can Be Raised

Can we pay such salaries? With such proper and useful economies, as may be easily brought about, including consolidation of small rural schools and the adoption of a well-arranged work-study-play plan in the city schools, the total number of teachers in the public elementary and secondary schools of the United States need not exceed 750,000 within the next 5 or 10 years. At an average wage of \$2000, it will take a billion and a half dollars to pay 750,000 teachers. Increase this by 50 per cent—a liberal amount—to pay for administration, super-

vision, buildings, equipment, and supplies, and we have a total of two and a quarter billions—a quarter of a billion short of Spaulding's two and a half billions and only \$140,000,000 more than the amount the Department of Labor reports that we paid last year for tobacco in its various forms. Our part in the World War, in which we fought for freedom and democracy, cost us not less than fifty billions of dollars all told. At 5 per cent the annual interest on this amount is two and a half billion dollars. Without education there can be neither freedom nor democracy. Unless we educate all the people in such way as to enable them to possess these in fullest measure we shall have spent our money for naught and the men who sleep in France and Belgium shall have died in vain.

Can we pay the debt and pay in like proportion for education? The answer is we can not well do the one without the other. Our power to produce and to pay will and must depend on the health, knowledge, skill, purpose, and will of the people; that is, on their education.

How much can we afford to pay for education? Since education is a factor which can not be eliminated from the wealth-producing power of the people and since all wealth depends on education, we can as a people afford to increase our appropriations for education until the increase in cost becomes greater than the increase in the productive power which comes through education. No people have ever yet found the limit.

Will the people pay? The wealth is theirs, the children are theirs, the schools are their agents, owned and supported by them for the education of their children and for the attainment of all that this means and can be made to mean for their own happiness, for the individual welfare of their children, for the production of material wealth, for the individual and common good, for the public welfare, for civic righteousness and social purity, for strength and safety of State and Nation, and for all that patriotism means and all that supports life and makes life worth living. I have faith to believe that when the people are made to understand this they will respond. They have never failed. They will not fail now.

We understand that the United States Commissioner of Education is calling a regional conference to meet in Sacramento similar to the one held in Washington last May. This conference will include representatives from California, Nevada and Arizona.

THE RIVERSIDE CONVENTION

By A. J. CLOUD and JAS. A. BARR

THE Annual Convention of the County and City Superintendents of California, held at Riverside October 4th-8th, was a pronounced success. The meetings from beginning to end were replete with fine spirit. It is conceded in all quarters that this convention has set a pace for constructive educational thinking and doing that will keep the school administrators of this and other States moving rapidly forward for many a day to come.

Credit for these results is mainly due to Superintendent Will C. Wood, who prepared the excellent program and presided over the deliberations with masterly skill, even drawing the discussions into channels that would prove most fruitful and inspiring. The arrangements for the convention—the time and place of holding, and the constant attention to the comfort of the members—were ideal. The management of the Mission Inn, in which the sessions were held, comes in for much credit in providing bounteous hospitality and in surrounding the Superintendents with an atmosphere of goodwill and kindness. Mr. Frank Miller, Master of the Inn, and Mrs. Alice Richardson, Manager, made this return visit of the Superintendents seem like a real home coming.

Superintendent Will C. Wood's opening address was an eloquent plea for idealism in organized society, particularly as represented in the school. It was the teacher's privilege and duty, he said, to bring the child into association with the dearly bought heritage of the race and to kindle a desire in the child to make a worth while contribution to these social possessions. This called for high purpose and abundant zeal on the part of the teacher—an idealism that would be unshaken even in an era of unrest.

President W. W. Kemp of the San Jose State Normal School addressed himself to the teacher training problem. The present grave conditions confronting the Normal Schools were to be met, he believed, not by lowering standards, but by improving the character of instruction and expanding the curriculum. He declared that the proper function of the Normal School was the better preparation of elementary teachers. To that end he advocated a four-year Normal School in which should be incorporated subject matter of general, as well as of technical significance. He urged a more complete acceptance of Normal School training for advanced standing in the University.

The keynote of the discussion of the topic "How to Conduct a School Bond Campaign" was the explanation of successful methods of procedure in recent school bond elections. Superintendent Walter T. Helms of Richmond dwelt upon various practical plans to secure publicity, such as the circulation of charts, photographs, posters and stereopticon slides, the securing of newspaper advertising, and the conducting of tours of inspection. Other methods recommended were: By Superintendent W. L. Stephens of Long Beach, the extending of an invitation to the public to visit the schools for the purpose of checking up the statements of the Board of Education relative to existing needs; by Superintendent Paul E. Stewart of Santa Barbara, the organization of a chain telephone system; by Superintendent Susan M. Dorsey of Los Angeles, the arousing of the children's interest, as well as that of their elders.

The topic "Teachers' Organizations" precipitated a discussion that ranged from abstract and general statements of underlying principles to concrete and local issues growing out of their application. Superintendent H. B. Wilson declared the basic reason for the existence of teachers' organizations to be that of the promotion of professional ideals among the individual members. He favored a representative plan of organization along the lines of the N. E. A. reorganization, on the ground that it would be an effective agency for disseminating knowledge of the best educational thought and practice. He opposed teachers' unions on the ground that they were fundamentally unsound as to the materials with which they dealt, and the objectives for which they strove. Superintendent Jerome O. Cross of Fresno contended that school administrators can not enter into entangling alliances with any group in a community such as a teachers' union, but are bound to do all possible to reduce class consciousness. He urged as the main business of teachers' organizations the securing of better social appreciation for the members.

At the conclusion of the discussions on this topic, Superintendent Susan M. Dorsey introduced a resolution of endorsement of the stand taken by the school boards and Superintendents of Fresno and San Francisco in opposition to teachers' unions. The resolution was unanimously adopted.

In presenting the topic "Changes in the School Law Needed to Promote the Organization of Intermediate Schools," Superintendent Bruce H. Painter of Petaluma called for three principal changes: (1) A change of name from Intermediate Schools to Junior High Schools; (2) The fixing of the same basis of apportionment as for the Senior High School; (3) The establishment of the same territorial lines as for union high school districts.

In his address on "The Citizens' Conference at Washington on the Educational Crisis," President E. P. Clarke of the State Board of Education gave as the outstanding feature of the conference the emphasis upon the common quality of educational problems throughout the 48 states of the Union. The conference spent its energies toward an analysis of the conditions that had produced the national crisis in education and toward the formation of a policy intended to cope with the emergency. The latter effort was less successful than the former. School conditions in California, on the whole, were immeasurably better than in many of the Eastern and Southern States.

Superintendent Mark Keppel, as Chairman of the Committee of 15 on Constitutional Amendment, outlined the plan of campaign in the counties and cities. Superintendent Fred M. Hunter of Oakland, President of the National Education Association, made clear the program of the N. E. A. for the advancement of education. Thrift and School Savings were discussed by Superintendents Du Four of Alameda and Roncovieri of San Francisco, who presented the plans used in their respective school systems. Mrs. H. J. Ewing, State President California Congress of Mothers' and Parent Teacher Associations, spoke on "The Parent-Teacher Association, Its Place and Service"; Hon. Stanley B. Wilson of the State Board of Education on "Citizenship in Education"; Miss Ethel Richardson, Assistant Superintendent of Public Instruction on "The State Program for Americanization"; Fred C. Nelles, Superintendent Whittier State School, "The Twenty-four Hour School." The general topic, "Problems of Exceptional Children" was discussed in its various phases by Sam H. Cohn, Statistician, State Office, Dr. J. Harold Williams, Director of Research, Whittier State School, and others. There was spirited participation in a number of other important topics: "Living Accommodations and Conditions for Teachers," "Promoting Consolidation of Schools," "The Relation of the City to the

School District as Defined by Charter and General Law," "Desirable Enlargement of Powers of City Boards of Education," "The High School District as a Unit for Supervision," "Ways and Means of Improving Buildings, Grounds and Equipment," "Supervision of Teachers of Music in Rural Schools," "Normal School Extension Service," "Practical Problems of Part-Time Education," "Administration and Suggested Changes in the High School Text-Book Law."

The Resolutions Committee, headed by Superintendent J. W. Linscott of Santa Cruz, submitted the following, which were adopted by the convention:

Endorsement of Constitutional Amendment 16; of the principle of the initiative and referendum, which calls for a "No" vote on Amendment No. 4; salary increase of public officials, including school superintendents, such as will be in keeping with living conditions and to retain in service the most efficient business and professional officials; endorsement of the program of public education, as set forth by the National Education Association; the effective and permanent reorganization of this association on the representative plan, and the enactment into law of the Smith-Towner Bill. The importance of Thrift and Savings was brought before the conference in the following language:

"Resolved, That this Superintendents' Convention assembled express its enthusiastic approval of the idea of a definite thrift and savings program for every school district in the State of California."

Recognition was given the need for increased moneys to conduct Normal Schools by an appeal to the State Legislature and State Board of Control to act favorably upon Normal School budgetary increases. A law was asked giving collegiate status to the Normal Schools, the power to confer baccalaureate degrees, the State Board of Education to determine the standards under which collegiate status may be maintained, and the urging upon the President and Faculty of the University of California to consider favorably a new basis of accreditation for Normal School graduates, such that the baccalaureate degree may be secured within two years. There was approval of the Twenty-four Hour School, a more adequate form of supervision than at present prevails, the consolidation of small rural schools, and full and equal opportunities for elementary training for the children.



Mission Inn, Riverside

The Ball Game

The most thrilling episode of the convention was the fierce encounter on the diamond be-

tween teams representing the County Superintendents on the one hand, and the City Superintendents on the other. Crowds of excited and vociferous rooters occupied every inch of space on the side-lines and on the adjacent roofs and window ledges. Hon. Will C. Wood officiated as score-keeper—a ticklish job for any educational statesman in view of the partisan rancor of the combat.

Superintendents Ira G. Landis of Riverside and Jerome O. Cross of Fresno decorated the slab for the County and City Superintendents respectively. The city boys came through on the long end, 14-13. It was a glorious "victory."

The heroes of the game were the entire nine of the county outfit—all of whom elicited the admiration of the ladies by their youthful grace and good looks; also the pitcher, catcher, three basemen, shortstop and five or six fielders of the city team, who had bribed the gang of men on the bleachers to jeer for them.

CALIFORNIA TEACHERS' ASSOCIATION, ANNUAL MEETINGS

By A. J. CLOUD

BAY SECTION

THE Ninth Annual Session of the California Teachers' Association, Bay Section, met in Oakland October 18th-20th. The Alameda and Stanislaus County Institutes, and the City Institutes of Alameda, Berkeley and Oakland, held joint meetings with the Association, while the County Institutes of San Francisco, Santa Clara, Napa and Sonoma, and the City Institute of San Jose, co-operated.

President H. B. Wilson had prepared a program which excelled at every point, and which elicited the heartiest expression of approval of the several thousand teachers who attended or had the benefit of listening to the Association speakers in their home localities.

The prominent out-of-the-state lecturers were: Dr. W. C. Bagley of Teachers' College, Columbia University; Prof. Howard R. Driggs of the University of Utah; Miss Jessie Burrall of the National Geographic Society; Hon. Vaughan MacCaughy, Superintendent of Public Instruction of the Hawaiian Islands. To these shining lights were added others of scarcely less lustre from within the state, notably, Hon. Will C. Wood; Superintendent Susan M. Dorsey; Superintendent Fred M. Hunter; Superintendent Mark Keppel; President

David P. Barrows; President Aurelia H. Reinhardt, and President W. W. Kemp. The general program focalized on three large issues: the national situation in education; the shortage of teachers and the need of greater teacher training facilities in California; and, adequate educational returns to the people. Interesting and profitable department and section meetings were held in which programs bearing upon curriculum problems were presented.

At the business meeting the plan of reorganization by which County and City Institutes, or Associations, are made the units of membership on a representative basis in a section Council, was adopted. It is thought that this action will tend to develop more active interest among the members of the Association, especially in those counties lying remote from the large centers in which the annual Association meetings are held.

The officers elected for the ensuing year are: President, W. T. Helms of Richmond; President, Elementary Department, Rudolph L. Lindquist of Berkeley; President, High School Department, George M. Thiriot of Oakland; Representatives California Council of Education—Albert S. Colton of Oakland, W. J. Cooper of Piedmont, C. J. DuFour of Alameda, and H. B.

Wilson of Berkeley. Important resolutions were adopted as follows, A. J. Cloud acting as Chairman of the Resolutions Committee:

There was an expression of appreciation of the work of the officers and of those who took part on the program by the Association for their valuable contributions, together with a strong endorsement of Amendment 16, the Smith-Towner Bill, the steps for reorganization in the National Education Association, and the proposed reorganization of the California Teachers' Association and of the Bay Section. It was declared to be the duty of every teacher to become actively identified with his local, section, state and national organizations. There was commendation of the Board of Regents of the University of California in appropriating the so-called Haviland fund of \$250,000 for the erection of a building to house the School of Education in the University, and the support of the Association was pledged to a constructive program that should "result in more complete and thorough training for both elementary and secondary teachers." A further resolution reads: "The Association urges that teachers, administrators, and Boards of School Trustees and of Education take advantage of the opportunities offered by the Teachers' Registration Bureau, maintained by the California Teachers' Association." There was approval given the three-day convention plan, and request for its continuance. The resolutions closed with an appeal to all to uphold "the standards of our profession, to give ever better and better service to childhood. Thus will we be fulfilling more completely our vital part in contributing to the advancement of the race."

CENTRAL COAST SECTION

Arthur H. Chamberlain

The Counties of Monterey, San Benito, San Luis Obispo and Santa Cruz met jointly as the Central Coast Section of the C. T. A. at Santa Cruz, October 18th-20th. This was the first meeting of the Central Coast Section, so organized. Upwards of 700 teachers, or practically every teacher in these four counties, were in attendance. It is not too much to say that no more enthusiastic or worth-while assemblage of any Section of the State Association has ever convened. President W. J. Cagney, Superintendent of San Benito County; Secretary T. S. MacQuiddy, District Superintendent, Watsonville; Treasurer J. H. Graves, Superintendent of the Monterey Schools, together with the county representatives of the various coun-

ties, were instrumental in providing a program that appealed to all. These county representatives were the County Superintendents of the various counties: For Monterey, Miss H. Louise Mignon; San Benito, Mr. Cagney; San Luis Obispo, R. L. Bird, and Santa Cruz, Miss Cecil Davis. The Program Committee, in addition to the members of the Executive Committee, consisted of G. A. Bond, Principal High School, Santa Cruz, and Arthur Walter, Superintendent of Salinas City Schools.

Coming as it did on even dates with the Bay Section meeting, it was possible to take advantage of Eastern talent that could not have been secured otherwise. Dr. W. C. Bagley, of Teachers' College, Columbia University, gave one day to the convention. Professor Frank William Hart of the Department of Education, University of California; Principal F. H. Boren of the University High School, Oakland; Superintendent Will C. Wood, Dr. Lewis M. Terman of Stanford, Commissioner E. R. Snyder, Miss Winfred Van Hagen of the State Office, Superintendent Mark Keppel, Roy W. Cloud, Superintendent of San Mateo County, and Arthur H. Chamberlain were speakers from outside the Section. There were general sessions and section meetings, devoted to the interests of rural teachers and of city and high school teachers. The general sessions were held in the Santa Cruz High School auditorium.

Dr. Bagley was at his best. In his address, "The Nation and the School," Dr. Bagley showed a grasp of the national problem, and an outlook broad and comprehensive. Dr. Bagley is without doubt the foremost authority in the country on teacher training. He showed that in too great a degree in the institutions of higher learning, the rewards are going to research, rather than to teaching. Too frequently advancement of a faculty member in the college and university is based upon a published monograph or book, rather than upon a high degree of teaching ability. Too often a good teacher spends his time in administration, or in detail work at the desk. The speaker laid stress upon the fact that salaries should be sufficient to warrant the superior teacher remaining in the class room. Speaking of the dangers to result from the withdrawal of students from our Normal Schools, he offered as a slogan, "A competent teacher for every class room in the land."

In his address on "Red Letter Lessons," Dr. Bagley set forth three principles underlying teaching:

(1) Teaching is an "ultimate job," that is,

teaching should be sufficiently attractive to warrant those who enter it remaining in the profession.

(2) Nothing in teaching is perfunctory. This means dignifying the profession, and considering only those phases in teaching that are of superior merit.

(3) There must be reverence and respect for the material with which we deal. The speaker pointed out that for the most part, teachers were trained, if at all, for urban conditions. There should be training offered that would fit teachers for rural school positions. The first teaching should be done in the city schools where there is opportunity for supervision and counsel with others. Our present method of sending new beginners to rural districts is wrong.

As our two most difficult problems Dr. Bagley named the rural school problem and the training of teachers. "We need," he said, "large units for taxation, and small units for control in education."

Dr. Hart's principal pronouncement and contribution was in his address on "Modern School Housing Standards." Prof. Hart has done a remarkable piece of work upon this subject. He accomplished the impossible task of presenting to a mixed audience in a scientific way, the foundation principles underlying standardization in building and housing. His work at the University should prove most helpful to all of those who have to do with this important matter.

The convention listened to Dr. Terman on "Mental Tests and How to Use Them"; Dr. Synder on "Compulsory Education"; Superintendent Wood on "The Present Crisis"; Principal Boren, "The Project Method"; Miss Van Hagen, "Physical Education"; Superintendent Roy Cloud on "Problems of the Teacher"; Superintendent Keppel and Secretary Chamberlain on proposed legislation and constitutional amendment No. 16. Mr. Robt. G. Sproul of the University of California spoke on the merits of Amendment 12. Music was furnished by John Squires, Supervisor of Music, Santa Cruz, Mrs. Kate Wheelock, Santa Cruz, Adolph Bock, Director of Music, Watsonville, A. Skavenna of San Francisco, and others. One evening was devoted to entertainment features, and an address by Harr Wagner on "A Better Social Future for the Teacher." Rev. Augustine Jones, through the courtesy of the Chamber of Commerce, presented on one evening an entertaining travel lecture.

President Cagney made an admirable pre-

siding officer. Meetings were closed on time, and carried off as scheduled. The final session, including the business meeting, resulted in the adoption of a number of important resolutions, including the endorsement of Amendment 16 on the ballot, Amendment 12, the principle of the initiative and referendum, calling for a negative vote on No. 4, the enactment into law of the Smith-Towner Bill, the representative plan of reorganization of the N. E. A., the securing of more adequate finances for the Normal Schools of the state, together with a request for the collegiate status of these schools and the giving of the State Board of Education the power of determining the standards under which this collegiate status may maintain; the calling upon the President and Faculty of the University of California to consider a basis of accreditation whereby Normal School graduates may proceed to a baccalaureate degree in two years, and the urging upon the University to make more adequate provision for the training of teachers.

The first half day of the Association was devoted to separate Institutes of the counties, presided over by their respective County Superintendents.

Every teacher in the Central Coast Counties was urged to become a member of the C. T. A. The work of the Registration Bureau was commended, and adequate provision for its continuance asked. Increase in the annual allowance provided for the teachers' retirement fund was favored. The report was submitted by the Resolutions Committee, headed by Superintendent J. W. Linscott of Santa Cruz.

A new note was struck in this meeting. With virtually a complete attendance of teachers from four counties, there was an approximate unanimous membership secured in the California Teachers' Association. This is a remarkable showing, considering the fact that the Association is newly organized, and many of the teachers had to come long distances to reach the meeting. There was a splendid spirit throughout the sessions and a desire expressed on every hand for a similar meeting next year. The business session endorsed the proposals of the Council of Education, looking toward the reorganization in the By-Laws. The officers of the Section for the coming year are: President, Robert L. Bird, County Superintendent of School, San Luis Obispo; Vice-President, James Davis, Hollister; Treasurer, J. H. Graves; Secretary, T. S. MacQuiddy; members of the Council of Education, Cecil M. Davis and W. J. Cagney.

CALIFORNIA COUNCIL OF EDUCATION

Meeting of Representatives

The meeting of the Council, in accordance with the call, convened in the office of the County Board of Education, Hall of Records, Los Angeles, at 10 o'clock, October 9th, with President E. Morris Cox in the chair. The following members, by Sections, responded to roll call:

Bay Section—Messrs. Avery, Cloud, Cox, Du Four, Glascock, Miss Power, and Miss Wade.

Central Section—Mr. Lindsay and Miss Richmond.

Central Coast Section—Miss Davis, acting for Mr. MacQuiddy.

Northern Section—Mr. Chaney, Miss McCleery, Mrs. O'Neil, Mr. Robbins.

Southern Section—Mr. Chase, Miss Dole, Dr. Hunt, Mr. Keppel, Miss Mayne, Miss Mosseman, Mrs. O'Farrell, Dr. Snyder, Mrs. Stanley, Mr. Stephens, Mr. Stewart, Miss Van de Goorberg, Miss Visscher, Mr. West, Mr. Wheeler, Miss Willis, Mr. Wright.

There were present also, on invitation, and with the privileges of the floor, President Clarke, Mr. Wilson and Mrs. Phillips of the State Board, Superintendent Wood, Job Wood, Jr., and Commissioners Olney, Snyder and McNaught of the State office, Senator Herbert C. Jones, Chairman of a Committee of the Legislature in an investigation of school problems, Superintendent Walter of Salinas, Superintendent Hunter of Oakland, Principal McCutcheon of Long Beach, Assistant Superintendent Gould of Los Angeles, Assistant Superintendent Wheat of Los Angeles County, and other prominent men and women.

The minutes of the previous meeting were approved as printed.

President Cox presented a report outlining a policy for the Association, which report was adopted.

Mr. Keppel, Chairman of the Campaign Committee, reported on progress to date, together with matters pertaining to methods of procedure, the financing of the Committee, and so forth.

Senator Jones and Mrs. Phillips, the newly elected member to the State Board of Education, were called upon and made brief and effective responses.

Mr. Glascock, Chairman of the Committee on Teachers' Registration Bureau, presented a report which came in for detailed discussion. Motion by Mrs. O'Neil prevailed that \$500.00 in addition to the first \$500.00 voted be made available from the Treasury of the Association to help conduct the affairs of the Bureau till such time as the latter was self-supporting, and that recommendation be passed to the Board of Directors for such allowance. The Committee was continued, two additional members to be placed on the Committee.

Miss Van de Goorberg, Chairman of the Committee on Teachers' Retirement Salary Law, made her report, reviewing the fact that there was a ruling from the Attorney General's office, questioning the legality of using funds available in the payment of an expert to canvass the actuarial situation. It was stated that there was no way of bringing this matter into Court

to secure reversal of the Attorney General's opinion. It had been advised by both Superintendent Wood and President Clark of the State Board of Education, that the Committee seek an interview with the Attorney General in an attempt to secure reversal of the decision, as such decision was out of harmony with other decisions already made through the Attorney General's office. The Committee report took the form of a suggestion that the Chairman and members of the Committee, and the President of the Council seek, through the Executive Secretary of the Association, an early opportunity for conference with the Attorney General. There was full discussion by all members present, and a motion prevailed that a larger proportion of the Inheritance Tax should be secured for the Retirement Salary fund. Motion prevailed, following suggestion by President Cox, that the entire matter as to securing the advice on the actuary be left with the Board of Directors, with power to act, with the understanding that action shall be in accordance with the discussion of the Council.

The report on Reorganization was made by the Chairman, C. A. Wheeler.

Following the report the attorney for the Association, Mr. Seward A. Simons, was called upon to make clear a number of matters involved in the report.

The report was adopted and referred to the Chairman of the Committee, the attorney and the Executive Secretary to clarify any portions of the report where the wording might be ambiguous, and submit to the various Sections in turn for their approval.

The Chairman of the Committee on Teacher Training, A. J. Cloud, presented a report of the Committee which, after discussion, was adopted.

The Executive Secretary reported to the Council the actions of the Board of Directors the previous evening.

Mr. Wheeler moved that it be the sense of the Council that the next meeting be held in Los Angeles, December 22nd or 23rd, and that it be suggested to each Section that such body meet its pro-rata share of expenses incident to the meeting. The motion was carried, after striking out the definite dates for the meeting. Meeting adjourned.

ARTHUR CHAMBERLAIN,
Executive Secretary.

Meeting of Board of Directors

The Board of Directors of the California Council of Education, met, pursuant to call, at 6:30 o'clock at Christopher's Cafe, 741 S. Broadway, Los Angeles, October 8th. President Cox called the Board to order and roll call by Secretary Chamberlain showed the presence of the following members: S. M. Chaney, A. J. Cloud, E. Morris Cox, Miss M. L. Richmond, W. L. Stephens, Miss Wilhemina Van de Goorberg, C. A. Wheeler, Miss Elizabeth Willis. In the absence of T. S. MacQuiddy, Miss Cecil Davis sat with the Board as representing the Central Coast Section.

Attention was given certain matters relating to Amendment 16 on the ballot. The Board confirmed a proposal to appropriate \$1000 to the

Campaign Fund from the Treasury of the Association.

Chairman Wheeler of the Committee on Reorganization made a report which brought a full discussion from Board members. Mr. Wheeler suggested the advisability of holding the December meeting of the Council in Los Angeles, thus to lessen the expense incident to travel of the large number of members from the South.

The Secretary reported on the progress being made in County organization throughout the State. Among the Counties that already have formed such organizations are Alameda, El Dorado, Humboldt, Modoc, Monterey, Nevada, Siskiyou. Counties are being advised to organize and to name representatives not only in the interest of the proposed amendment, but that there may be closer co-operation between the Counties and the State organization.

There was taken up for consideration the necessity for increase in Normal School budgets, so that the teacher training facilities might be improved and in order to secure more adequate salaries for teachers in such institutions.

There was once more brought before the Board the matter of a uniform membership year and subscription year throughout the State. The Secretary reported that indications were strong that beginning with 1921 virtually all memberships and subscriptions would harmonize, dating from January 1, 1921. The exceptions are those of teachers chiefly in the new Section, the Central Coast, and in some other instances where adjustment has not yet been made.

The Board by resolution approved such action as was taken last year by the Board of Directors relative to defraying the expenses of school officials, while on official duties outside the State. There were recommended such changes in the School Law as to provide for the payment by any Board of Education of expenses involved in sending one of its employees to investigate and report upon any educational matter in this or any State, and to meet the expense involved in publishing and circulating report of the same.

Resolution of appreciation of the work of Dr. Boone, and hope for early return to perfect health was unanimously adopted.

The Board adjourned.

ARTHUR H. CHAMBERLAIN,
Executive Secretary.

Board of Directors Meeting

The Board of Directors convened immediately at the close of the meeting of the Council in the office of the County Board of Education, Hall of Records, Los Angeles, October 9th. There were present: Messrs. Chaney, Cloud, Cox, Stephens, Wheeler, the Misses Davis, Richmond, Van de Goorberg and Willis.

Confirmation was given such matters as had been taken up by the Council and acted upon favorably by that body.

The meeting adjourned.

ARTHUR CHAMBERLAIN,
Executive Secretary.

COUNTY INSTITUTES IN CALIFORNIA

A number of California Counties held Institutes during the latter part of September and October. In every instance emphasis was placed upon constructive problems—training for citizenship, the elimination of illiteracy, the laying of a strong foundation in fundamentals. The proposed constitutional amendment, No. 16 on the ballot, was presented from all angles and by numerous speakers.

Butte County

The meeting at Oroville, October 26th to 28th, had the key-note struck in the address by Superintendent Will C. Wood on "Are Our Public Schools a Failure?" Secretary Chamberlain of the Council of Education presented "The National Viewpoint in Education," with emphasis upon constitutional amendment 16. President Osenbaugh of the Chico Normal had as his topic, "Putting the Glory Into a Life." Harr Wagner spoke on "Literature of the West" and "A Better Social Future for the Teacher." Senator W. E. Duncan, Jr., and Mrs. Elizabeth Hughes, Assemblywoman from Oroville, discussed proposed educational legislation. Mrs. Ada Jordan Pray was gladly listened to on the topic "The Graphophone in the School," as was Miss Essae Culver on "County Library Service." Commissioner Snyder spoke on "Part-Time Education" and J. C. Beswick, State Supervisor of Trade and Industrial Instruction, on "Suggestions for Mechanical Arts Instruction in the Rural High School." Genevieve Apgar, head of the Department of English, Harris Teachers' College, St. Louis, spoke on "Social Aspects of Composition;" Miss Louise McGovern, "Music in the Secondary School;" Miss Anna Louise Barney of Chico Normal, "Dramatics in the High School;" Frank E. Green, "Printing in Secondary Schools;" L. E. Chenoweth, County Superintendent of Kern County, addressed the Association on the topic "Letters from Teachers." There were conferences on "Physical Education," led by George Hjelts, Assistant State Supervisor of Physical Education; on "Reading;" "The Teacher and the Housing Problem;" and a musical recital arranged by Superintendent H. P. Short of Oroville. County Superintendent Pearl Rutherford saw to it that there was not a dull moment from first to last.

El Dorado County

The first institute held in El Dorado County under direction of Superintendent E. J. Fitzgerald occurred during October. Mr. Fitzgerald called as instructors Superintendent Roy Cloud of San Mateo County, Miss Winifred Van Hagen of the State Office and President E. Morris Cox of the California Teachers' Association. Mr. Cloud was especially helpful to the teachers on the problems of the class room; Miss Van Hagen on physical education, and Mr. Cox on matters pertaining to administration, the educational crisis and Amendment Sixteen.

Mendocino County

Superintendent Roy Good convened the Mendocino County Institute at Willits October 25th-27th, inviting as speakers Superintendent Roy Cloud of Redwood City, E. Morris Cox of Oakland, Maude I. Murchie, State Supervisor of

(Continued on Page 557.)

SELECTING AND PROMOTING TEACHERS

By Dr. A. H. SUTHERLAND

Division of Psychology, Los Angeles City Schools

SUPERINTENDENTS and trustees must report that teachers are Satisfactory or Unsatisfactory. Therefore they become character analysts and sometimes character destroyers. They differ greatly in their ideas of the values of items used for description. One teacher is discharged on account of her style of dress, another promoted because she kisses the trustee's children. One is promoted because she can keep parents from coming to ask pertinent or impertinent questions, another because she can get the parents to come and ask questions. Sometimes teachers are striving for self-improvement along lines which the superintendent considers of small importance. It would seem a good time for teachers to unite in demanding a set of standards somewhat more definite, generally known, uniform and just. Perhaps a plan proposed by the teachers themselves, and evaluated from the standpoint of the class-room may be a step in the direction of fairer ratings.

Administrators themselves feel the need for such a set of standards; and if such an outline of qualifications is possible and fills a need, there is some assurance that it will be received as a boon by many a harassed Board. For the teacher herself, it should provide a means of self examination and ideal-building, which will enable her to hold a true course toward effective self-development.

The Council of the Southern Section, California Teachers' Association, believes that the teachers are capable both as to training and judgment of determining the qualifications on which they should be selected and promoted. Following a discussion of the subject in open meeting, a Committee on Teachers' Rating Scales was appointed and is now conducting a campaign of education to secure the co-operation of teachers. The aim is to crystallize the convictions of teachers as quickly as possible upon some definite program in order that vague definitions and terms may be replaced by those which are really important. Then, as each teacher is informed by self examination as to the points on which she is strong or weak, she may have a scale of values and may bend her efforts intelligently toward a recognized ideal or standard. The outline of qualifications upon which teachers are requested to pass is compiled from a number of rating scales which have been used. Teachers are asked to judge

of the value of each of six groups of qualities, as the beginning step in the making of such a scale. Specific directions are to be found with the list of qualities on Page 552.

The following question also has been under discussion—should a teacher be rated on results, or by the means of a set of abstract qualities which are supposed to cause the results? e. g.—if it is admitted that the pupils in a given class are making satisfactory progress, should the teacher be rated as Satisfactory in Initiative, Enthusiasm or any other supposed cause? Are the class room results, shown by the interest, alertness, effort, progress and ambition of the pupils, of as much importance as some other results (such as community service, assistance to the principal in clerical work, yard duty, etc)? And would it be possible so to arrange the program that these qualities in the pupils are permitted to expand and develop to the maximum and to show themselves in actual amounts of work performed for the teacher? If so, it would be a simple matter to gauge this work by means of the educational measurement tests.

But on the other hand, there are undoubtedly some who will persistently adhere to the belief in a mystical power of mind and character reading. It will assuredly make no difference to the Committee, except that it will determine to some extent the direction in which the Committee will expend its efforts. The teachers who take the pains and the time to face this question squarely and answer fully will do a great service to the Committee.

Directions

Place after I some number such as 100, 200, 300, etc., which in your judgment represents the importance of Personal Qualities in the teacher—(the Personal Qualities listed under I are to define the meaning of 1).

Do the same for II, III, IV, V, VI.

If you feel you can give a value to each of the qualities listed under I, II, III, etc., please do so and see that the sum of points allowed under the heading equals the total amount allowed for I, etc.

See that all the numbers when added together total 1000.

If you wish to make distinctions or definitions, or add qualities, please make them on a separate sheet.

If you consider that the progress of the pupils as measured by a test given at the beginning and again at the end of a term or year is a better indication of the effectiveness of the teacher, please make a list of the kinds of tests you would give, **on a separate sheet.**

If you consider that some other basis should be used to secure a fair indication of the effectiveness of a teacher, please indicate this **on a separate sheet.**

Are you familiar with any of the Teacher's Rating Scales? If so, please name them.

Any teacher in the State—anywhere.

Give your name, P. O. address, County, School, and date.

Mail your replies within five days to Sara L. Dole, Olive St. School, Los Angeles, Calif.

The following qualities have been used by Superintendents in recommending teachers. Each is abstract, not defined, susceptible of various applications. E. g.—charm may be an excellent social quality and have no relation to teaching ability. Considering this, of how much value are the following:

I. Personal Write here a number. What appearance part of 1000 should be manner given to I?

voice
animation
charm
health
vigor

integrity
sincerity
tact
co-operativeness
promptness
clerical accuracy
daily preparation
neatness

II. Intellectual What part of 1000 should academic preparation be given to II?

professional preparation
grasp of subject matter
choice of subject matter
organization of subject matter
skill and care in assignments.

V. Professional skill What part of 1000 definiteness and clear-ness of aim should be given to V?

understanding of children
skill in habit formation
skill in probing for difficulties
skill in stimulating thought
skill in teaching How to Study
skill in questioning
skill in invention of devices
skill in motivating work
skill in conclusiveness and thoroughness

III. Emotional What part of 1000 should enthusiasm be given to III?

optimism
sense of justice
self-control
loyalty
moral and religious interest

VI. Social Qualities What part of 1000 interest in Life of the School should be given to VI?

interest in Community
skill in Social Service
recommendations of friends
and former employers.

IV. Habits and attitudes What part of 1000 initiative should be given to IV?

self-reliance
resourcefulness
industry

Tear out this page and mail to Sara L. Dole, Olive St. School, Los Angeles, Calif.



EDUCATIONAL LITERATURE



Notable Cleveland Publications

From year to year there have been issued through the office of the Superintendent of Schools of Cleveland, bulletins and leaflets of great value. Under the direction of former Superintendent Spaulding some exceedingly worth while studies were made in Cleveland and sent out through published bulletins. There now comes a pamphlet, "Salary Schedules of the Cleveland Public Schools," adopted last May. Those studying the salary situation will find this most useful. Another bulletin deals with "Adenoids and Arithmetic," and is prepared by Dr. L. W. Child, Director of Medical Inspection. A third has to do with "A Garment-Making Project for Sixth Grade Girls," the author being Adelaide Laura Van Duzer, Supervisor of Home Economics, in the Cleveland schools. Both of these bulletins are well illustrated. These, and other monographs, may be had by addressing Director of Publications, Board of Education Building, Cleveland, Ohio.

More Books in the Home!

Among people who are interested in children and in reading, Children's Book Week has come to be an annual November event. The public libraries, the booksellers, the women's clubs, the schools, the churches, the movies, Boy Scouts, and other institutions and organizations concerned with children are all combining to give children a chance to read good books and to own more of them.

The books that children take home from school and from the public library are often the entering wedge of Americanization into the homes of the foreign born. Books owned by children are often companions through life. Many great men admit their debt to books read in their boyhood. In hundreds of cases books have furnished the first vision of deeds to be accomplished and worlds to be explored.

The State Federations of Women's Clubs are taking up Children's Book Week in an organized way, making "Children's Reading" the subject of November programs and bulletins, realizing the influence of books on the American family.

The schools have perhaps the greatest opportunity of all for making Children's Book Week a success, not only because they touch all the homes in which children live, but also because of their realization of the importance in life of the love of books. In class room discussions of books, in special assembly periods, in co-operation with local libraries, bookdealers and clubs, the schools are urged to take part in Children's Book Week, November 15-20, 1920. Manual training classes can take part by encouraging the making of "home-made" bookcases. Boys will delight in making these for their own rooms and for different members of their families. The bookcases will be incentives to the building up of home libraries.

An attractive poster in color, painted by Jessie Willcox Smith, can be obtained from the Children's Book Week Committee, Room 212, 334 Fifth avenue, New York City.

Children's Book Week is November 15th to 20th.

One of the most recent publications of the Agricultural Extension Department, International Harvester Company, is entitled "How to Vitalize the Teaching of Agriculture in the Public Schools." This bulletin, splendidly illustrated with cuts and diagrams, sets forth the significance of rotation, emphasizing the work in the various school years: growing things; making things; soil building; living things. Professor Perry G. Holden, who, with his associate, is responsible for the bulletin, has made a decided contribution. Those interested should communicate with the Extension Department of the International Harvester Company, Perry G. Holden, Director, Harvester Building, Chicago.

The California Blue Bulletin for September carries a number of valuable articles contributed by Superintendent Wood, the State Commissioners and their associates. This number will help materially in the campaign for No. 16. It carries the argument for the constitutional amendment, written by Superintendent Wood, and a strong statement from his pen as to the amendment and the need for a careful study of its provisions.

The Thrift Magazine for August carries a splendid list of articles by leading authorities having to do with the teaching and practice of thrift in its various phases. "Recipes That Will Save You Money" are suggestive in the highest degree. This magazine should be in every library and available for all school classes. The subscription price is but 50c per year. Address the Thrift Magazine, H. R. Daniel, Publisher, 220 West 42nd street, New York City.

Frequently there issues from the commercial world a publication that is very useful and suggestive in school work. Such a publication is the recent booklet entitled "Around the World with the Cunard Line, Anchor Line, Anchor-Donaldson Line," issued by the Cunard Steamship Company. This bulletin is a Geography Painting Book for children. Upon one page is an attractive color print, with the same subject on the opposite page in black and white, the purpose being to have the child color the black and white pictures with crayons or water-colors after the color design in the book. There are pictures of ocean-going steamships, Rheims Cathedral, the Tower of London, Vesuvius, Gibraltar, the Pyramids and other fascinating subjects. There is a double page spread giving a map of the world and the lines of ocean travel. The Cunard Company has done a real service in the issuance of this book.

Pictorial and Agricultural Botany—By John W. Harshberger, Professor of Botany, University of Pennsylvania. P. Blakiston's Sons & Co. Pages 294.

This book is a text for the study of the injurious and useful plants of country and farm. It is an excellent guide and should interest every student of economic botany. Compact in form, and emphasizing important phases mainly, it is an excellent descriptive text-book, a guide to field and laboratory work, and will be found useful for reference, particularly on account of its extensive bibliographies. The practice side of the work is brought out in the book, as the text is the result, not only of professional study, but of practical experiences of the stock man, of the farmer, the agricultural professor and the botanist. The book is doubly valuable in that not only is the way indicated for the cultivation of useful plants, but as well, the destruction of those that are detrimental. The volume is flexibly bound, attractively printed, and illustrated with 121 photographs, cuts and diagrams.

The Conquering Hero—By John Murray Gibbon, author of *Hearts and Faces* and *Drums Afar*. The John Lane Company. Pages 288. Price, \$2.00

Our readers will recall with pleasure the work of Mr. Gibbon, and welcome this most recent product of his pen. *The Conquering Hero* is a gripping story, but "different." It is humorous, pathetic, descriptive, and analytic in its study of character. Owing to one of the chief actors in the story, the late war may be said to furnish a touch of background, while the stage is set in the woods of Eastern Canada, later shifting to British Columbia, with a "side trip" to the metropolis of America. As a portrayer of character, Mr. Gibbons excels. His men and women are real men and women. He does not have to create impossible scenes and situations to compel attention of his readers. The interest never abates from the time the curtain rises upon his hunting party, and the unique introduction of a Polish Princess, who as a "movie" star seeks a site for a studio, to the final settlement of the hero in his "Happy Valley" ranch in Western Canada.

Mr. Gibbon is not only a keen analyst. There are rare bits of humor that break in at the most opportune times and least expected places. Particularly fine is the author's power of description, which prove him to be a close observer of nature. He knows his Canada and leaves with the reader the resolve to visit not only New Brunswick, but the great beckoning out-of-doors of British Columbia and Western Canada, with its mountains and glaciers and forests, and great sweep of rich plain and fertile valleys of opportunity.

Mr. Gibbon's training and experience permit of a wide range of writing. Of a titled Scotch family, educated with honors at Oxford, a student in Germany and Paris, editor, author of historical books, world traveler, his invasion of the field of general literature and fiction prom-

ises much. Too many times an author, owing to seclusion, lacks in everything but imagination. Mr. Gibbon's active connection with the great Canadian Pacific Railway keeps him in touch with things and people in the great world of action and results. It is this touching of elbows with men of affairs that adds to Mr. Gibbon's literary genius the capstone of reality.

A. H. C.

Business Organization and Administration—By J. Antone De Haas, Professor of Business Administration, University of Washington, author of "Foreign Trade and Shipping," etc. The Gregg Publishing Co. Pages 353. Price, \$1.60.

The Gregg Publishing Co. is making a distinct contribution through the books coming from their press during the last few months. There is much need of clear understanding of business organization and administration. This volume, intended as a high school text, seeks to place before the student those common and accepted practices of the business world, and to emphasize certain fundamentals not generally understood. There is treatment of the methods of financing an enterprise, business organization and management, the question of wages, the service department, selling and advertising, foreign trade. The chapters are broken up into paragraphs with suggestive headings for each topic. There are questions for further study and text questions following each chapter. The book may well find a place on the table of the business man, as well as in the school.

Blue Print Reading—By H. M. Wyatt, Supervisor of Manual Training, Houston, Texas. The Bruce Publishing Company. Pages 86. Price, \$1.00.

Many of those who work in wood or metal with facility have small understanding of the blue print, or working drawing. It is a universal language. The fundamentals of mechanical drawing are presented in this book, the drawings being accompanied by appropriate text, describing fully all methods and details. The book is the outgrowth of experience in teaching classes of carpenters, masons, electricians, machinists and other tradesmen. The chapters cover the various kinds of drawings, the theory of orthographic projection, sections, study of house plans, and also offer treatment of machining and finishing, bolts, threads, screws and so forth. Each chapter is provided with a series of questions and problems to be answered by the student.

The N. E. A. is fortunate in securing as editor of the Bulletin, Mr. Joy E. Morgan, long prominently connected with the American Library Association. Mr. Morgan did noble work during the war. He has had valuable experience in preparing and editing copy and has contributed numerous articles to leading magazines. We are glad to welcome Mr. Morgan into the field of national journalism.

NOTES AND COMMENT

The Second Annual State Conference of Teacher-Training Agencies was held by call of Superintendent Will C. Wood, at the Hotel Oakland on September 16th, 17th and 18th.

This conference devoted itself to a thoroughgoing discussion of the fundamental problems of teacher training, including the adequate preparation of teachers for their work, the possible sources of supply, the nature of the curriculum, and the facilities for practice teaching for both elementary and high school teachers.

The conference passed a resolution calling upon the State Board of Education to give direct recognition to the School of Education, rather than to the University as an organization, in the training of teachers and the granting of secondary credentials.

This conference was one of the most significant teacher-training conferences ever held in this state.

Schools can get Red Cross motion pictures from the Department of Publicity and Speakers at Pacific Division Headquarters, Hyde and McAllister streets, San Francisco, California. Descriptive catalogs of the pictures can be secured upon application. In the film library there are a number of war pictures which are available to schools without rental charge.

In the newly organized publicity plan of the American Red Cross, the motion picture program has been extended to cover a particularly delightful series of educational films. They include industrial subjects, agricultural features and scenic pictures both at home and abroad. All of the pictures are vised by the National Bureau of Pictures of the American Red Cross and bear this high stamp of approval for both material and artistry.

Pictures were shown at the Convention of School Principals and Superintendents at Riverside where they received favorable attention. Schools will be particularly interested in the group of foreign and scenic films and the ones devoted to children's activities.

The Los Angeles system of education for retarded pupils is most suggestive. This system of individual instruction was devised by Dr. A. H. Sutherland, Supervisor of the Psychology Department of the schools of the city, and given thorough trial for the past two years. The system has so far been limited to the first six grades of the elementary schools, although plans are being made whereby in the near future higher grades will be included.

Children who are found in the grades to be three or four years retarded, according to age, are given tests and carefully diagnosed educationally. Thus the true level of the child is found in each of the three fundamental subjects: reading, arithmetic and written expression. The child, if found physically unfit, is

put on the waiting list to await his turn to go into the adjustment room. When he arrives there, he is placed by the teacher, according to the diagnostic data by the examiner, and begins in each subject at the place where he is found to be educationally. He is then allowed to proceed as rapidly as he can. The grade levels are not stressed, but the work is done step by step from the simplest to the more difficult. A series of practice exercises or lessons have been devised, numbering into the hundreds, to accompany a series of project tests, based on the essentials of each subject. After preparing himself on the practice work, the pupil is given the project, and after passing this satisfactorily, he goes on to the next step. The work is divided into three subjects only, Dr. Sutherland interpreting "Reading" to include all phases of school work requiring comprehension or interpretation of the printed page, such as Geography, History and the problems of Arithmetic. The work of the child is constantly checked by standardized educational tests. Sometimes the checking is done by the child himself; sometimes by another child; or, again, by the teacher. Self-correction, self-competition, self-motivation, give wonderful vitality and interest.

Of the first 200 children to go from these rooms to the regular grades (the return being made at any time and to any grade for which the child is ready) only 6 per cent have been found unsatisfactory by the regular teacher after three months' trial in the grades. At least 3 per cent have been promoted by the teacher into an advanced grade. The work done by these children was 4.8 weeks' work in one week. A child is not kept in the room more than one term, except for very unusual reasons. Often a child is adjusted in a few weeks and he is sent back to the regular grade.

A recent bond issue for the Oxnard High School District, California, carried by nearly $4\frac{1}{2}$ to 1. This issue, with the amount voted last March, makes a total for site, buildings and equipment of the High School, \$250,000. Oxnard will thus have a modern plant, amply commodious, such as to meet the needs of the growing High School. The Principal of the school is W. D. Bannister.

Graduates of Normal Schools have been granted fuller recognition than heretofore through recent action taken at Stanford University, action which will help to overcome the teacher shortage in the state. Hereafter two full years of college standing will be allowed to recommended graduates of approved State Normal Schools, where Normal training has been preceded by four High School years. It is felt that the two years of Normal training now provided rank at least as high as that obtained in the average Junior College course.

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(Continued from Page 550.)

Home Economics, and H. R. Jenkins, Vocational Supervisor of the Humboldt Normal School, together with a number of local men and women to lead in important discussions. One significant outcome of the Institute was a proposal to unite a number of counties in a North Coast Section. Decision was reached by the Mendocino County teachers to join such Section if other counties were agreeable, the next meeting to be held at Eureka. A Mendocino County Teachers' Association was formed. A resolution prevailed, petitioning for a County Library for Mendocino County and urging every district to affiliate, should the County Library be organized. The teachers also united in a resolution of request that the salary of the County Superintendent be increased.

Napa County

Miss Lena A. Jackson took advantage of the Bay Section meeting of the C. T. A. to secure speakers from outside the State—Dr. Howard R. Driggs, of the University of Utah, and Hon. Vaughan MacCaughey, Superintendent of Public Instruction, Hawaii. Others who participated were: Superintendent Will C. Wood, Commissioner A. C. Olney, W. J. Cooper, Harr Wagner, Ethel R. Salisbury of the Berkeley public schools, Lee Emerson Bassett and Estella D. Ford. The meetings occupied the days of October 18th, 19th, 20th.

Nevada County

Nevada County Institute, held at Nevada City, October 12th-15th. General session addressed by Dr. Cyrus D. Meade, University of California; Raymond M. Mosher, Santa Barbara Normal School on "Music"; Miss Quay on "Games"; Commissioners McNaught and Snyder; Mrs. J. S. Hennessy on "Art"; Miss Winifred Van Hagen, "Physical Education"; F. E. Tuck on "Intelligence Tests"; Miss Stroninger, San Jose Normal School, "Arithmetic." Throughout the Institute, County Superintendent Elizabeth M. Richards provided splendid musical numbers and entertainment features.

Plumas County

"Standard Tests and Measurements," "Habits of Work" and "To Think or Not to Think" were subjects handled by Dr. Meade at the Plumas County Institute at Quincy, October 19th, 20th, 21st. E. Morris Cox, President California Teachers' Association, discussed Methods of Financing the Public Schools, The New Duties of the Schools and Amendment 16. Commissioner Olney spoke on "Part-Time Education" and "The Co-operation of Elementary and Secondary Schools." County Superintendent, Mrs. Kate I. Donnelley, provided for evening sessions of entertainment and lectures.

San Francisco Teachers' Institute

The San Francisco Institute convened, under the leadership of Superintendent Alfred Roncovieri at the Hippodrome Theatre, October 18th, 19th, and 20th. Superintendent Roncovieri had planned and presented a literary and musical program which excelled at every point, and which brought well earned commendation from the 2000 teachers in attendance.

The principal lecturers on the program were:

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solves both problems. It is just the book for the business man as well as for the potential business man now attending your school.

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How Many of the Questions on Phonetics Which appeared in last month's issue of the Sierra Educational News Could You Answer?

Here are some on **The TEACHING of Phonetics**

1. Should the elementary sounds be taught by imitation or by position? Explain answer.
2. Which sounds of the vowels should be taught first? Why?
3. What is meant by analysis? by synthesis? Illustrate.
4. How should a three letter word like *rub* or *bid* be analyzed into its elementary sounds? How many steps are there?
5. When the three elementary sounds *r*, *u*, and *b* are blended to form a word, in the first step is the vowel *u* blended with *r* or *b*? Why?
6. Explain how to teach the following:
 - a. Words with two or more final consonants—*tint*, *hand*, *fists*, *flints*.
 - b. Words with two or more initial consonants—*drag*, *plant*, *spin*, *strap*.
 - c. Words with consonant digraph initial, or digraph or trigraph final—*when*, *that*, *hang*, *catch*.
7. How should words like *fine*, *note*, and *cute* be taught?
8. Explain the difference between silent letters such as *e* in *note* and a useless silent letter like *k* in *knife*, or *e* in *give*.
9. How should words with a long vowel digraph like *coal*, *meat*, *pie*, *cue* and *laid* be taught?
10. How should words like *ball* and *call* be taught? What is the objection to teaching all as a "family phonogram"?
11. How should words like *gold*, *child*, and *blind* be taught?
12. How should unphonetic words be taught? analogical words?
13. How should words containing diphthongs—*boil*, *toy*, *out*, *cow*, etc.—be taught?
14. How should you teach words in which the vowel is modified by *r*, as *fir*, *farm*, *her*, *curl*, *corn*?
15. When is *c* an equivalent for *s*? for *k*? Why do the sounds of *s* in *cats* and *dogs* differ?
16. What are the equivalents for *j*? When is *dg* used instead of *g*?
17. Explain the sound of *g* in such words as *get*, *give*, *begin*.
18. Why does *ed* make an additional syllable in words like *hunted* and *budded*?
19. Why is *ed* pronounced like *d* in words like *dragged* and like *t* in such words as *rapped*?
20. What is the sound of *qu* in *quite*, *quick*, etc.?
21. What is the sound of *x* in *box*? in *exist*? Which is the voiced sound? What is the other sound called?
22. The position of the organs of speech is the same for *b*, *p*, and *m*. How do these sounds differ?
23. What is the position for the letter *f*? What other consonant has the same position? What is the difference between these two consonants?
24. What two sounds does the digraph *th* represent? What is the position for these sounds? The difference between them?
25. The five consonant sounds represented by *d*, *t*, *l*, *n*, and *r* are made by the tip of the tongue. How do these sounds differ and what is the position for each?
26. What is the difference between *s* and *z*? *ch* and *j*? *sh* and *zh*?
27. What are such pairs of letters as *b* and *p*, *d* and *t*, and *g* and *k* called? What is the position for *w* and *wh*? What is the difference between these two sounds?
28. The consonant sounds represented by *g*, *k*, and *ng* are made by the same positions. How do the sounds differ and why?
29. How ought a pupil to apply phonics in recognizing words?
30. What is *accent* and what is its significance in Phonetics?
31. How and when should syllabication be taught?
32. What are diacritical markings and how should they be used?

If you don't know, but would like to know the answers write Ginn & Company at 20 2nd Street, San Francisco, and the answer will be sent *free of charge*.

Dr. Wm. C. Bagley, Teachers' College; Miss Jessie Burrall, National Geographic Society; Prof. Howard A. Driggs of the University of Utah; and Vaughan MacCaughy, Superintendent of Public Instruction of Hawaii. Dr. Bagley's great message was that the profession of teaching is a fully developed life-career, to be classed as a fine art. Miss Burrall developed the technique of modern Geography teaching, especially as related to visual presentation of the subject. Prof. Driggs discussed the importance of team work in teaching. Superintendent MacCaughy pictured "Civic Conditions in Hawaii," as reflected in the schools. These were all fine, practical talks that gave the teachers much valuable material for their own thought and use.

San Mateo County

San Mateo County Institute was held October 11th-13th. In its issue of October 15th, the Burlingame Advance says:

"Two hundred and sixty-five teachers from the schools of San Mateo County were in session at the County Teachers' Institute at South San Francisco this week. County Superintendent Roy W. Cloud arranged a program of exceptional merit and educational interest.

"Harr Wagner, editor of the Western Journal of Education, delighted his audience with a splendid talk on "California History." Wagner spoke of the famous men and women who contributed to the early fame of this state, and instructed the teachers to inspire their classes with a faithful love for the West by recounting the fascinating stories of Balboa, Magellan and Portola.

"Miss Bessie McCabe of the State Normal School of San Jose delivered two interesting talks, taking for her subjects 'Seat Work,' and 'Helps in Primary Language.' Miss McCabe's ideas were all of practical value to the teacher.

"George Hjelte of the State Department of Physical Education spoke on the value of physical education to the growing child. He traced the relationship between mental and physical development, and plead for work that makes possible physical efficiency a counterpart of mental efficiency.

"Mark Keppel, superintendent of schools of Los Angeles County, explained the work of the committee that framed the 16th Amendment. He laid stress upon the point that the bill aims to place the responsibility of education where it properly belongs—upon the State.

"Dr. Clelia Mosher of Stanford spoke on 'The Strength and Endurance of Women,' and 'The Practical Value of Health.'

"Arthur H. Chamberlain emphasized the initiative of American boys in France in his 'Over-Seas Impressions.' He told of his work as commissioner of education among the Yankee troops, and mentioned the changed attitude of many of the soldiers toward life's work.

"Otis M. Carrington and the local Union High School orchestra, directed by George Wihr, added to the program with splendidly rendered musical numbers. Miss Vera Emerson also delighted her fellow teachers with vocal selections.

"The teachers were entertained quite royally by South San Francisco people. Many of the business men furnished automobiles and the

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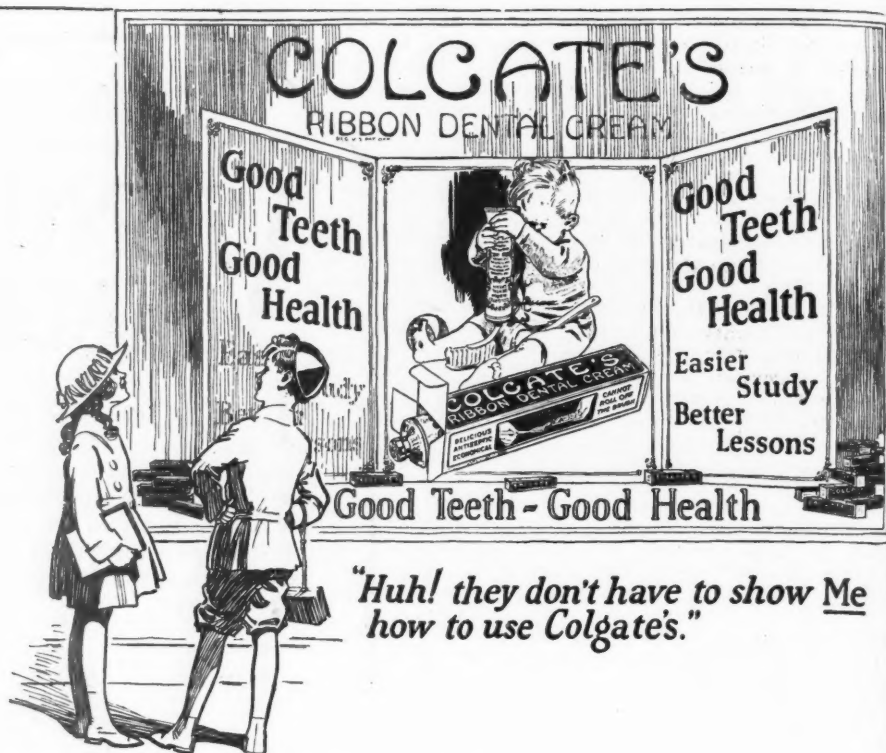
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teachers were taken on a tour to the steel works and the shipbuilding plants. The meetings of the week will go down in school history as the most interesting and instructive ever held in this section of the State."

Solano County

The 57th annual session of the Solano County Institute was held in the High School auditorium at Fairfield, October 18th-20th, with Superintendent Dan H. White presiding. The lecturers were Dr. E. P. Cubberley of Stanford University; Assistant Superintendent E. Morris Cox of Oakland; Statistician Sam H. Cohn of the State Office; Deputy Superintendent A. J. Cloud, San Francisco; Superintendent Elmer L. Cave, Vallejo; Miss Alice Lentsker, of the San Francisco State Normal School; Miss Clara B. Dills of the Solano County Free Library. Both general and departmental meetings were held. The cordial co-operative spirit displayed throughout the meeting was a fine tribute to the excellence of the program arranged by Superintendent White, as well as of his strength in leadership.

Tehama County

Tehama County Institute was held at Red Bluff, in the splendid High School Building. Among those who participated in the programs were President C. M. Osenbaugh of the Chico Normal; Miss Isa D. Reed, of the same institution, who developed the subject of "Intelligence Tests" and showed the application of these tests to classes of all grades; James Ferguson, Principal of the Chico High School discussed the topic "Problems We Are Facing"; Arthur H. Chamberlain, and members of the State office. Mr. A. A. Belfour discussed "The New Arithmetic"; Mr. J. C. Frye, Principal Red Bluff Grammar School, made a demonstration of the Curtis tests. Mr. Chamberlain conducted a conference in the High School Department; Superintendent Wood addressed the Institute, and the Trustees of the County, presenting such matters as the shortage of teachers, school legislation, consolidation, etc. An important innovation was in holding one session of the Institute at the Chico Normal School. The Red Bluff Chamber of Commerce arranged automobile transportation for all visiting teachers. The Normal Schools of the State can be of great service to the schools through practical demonstrations at the time of the County Institutes. County Superintendent Mamie B. Lang, in commenting upon the results of the visit to the Normal School, has this to say:

"It certainly was a wonderful day and everything turned out just as it was planned. Members of the Chamber of Commerce and representatives from the Normal School met us at the entrance of the town and after escorting the procession through the main streets the teachers assembled at the Normal while the others were escorted to the Hotel Oaks where a banquet was prepared for them by the Chico Camber of Commerce.

"Between the hours of eleven and twelve we listened to a stirring address by Mark Keppel who spoke chiefly concerning the 16th Amendment. A bountiful dinner was given the teachers between the hours of twelve-

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thirty and one-thirty. This was well arranged and music was furnished during the meal by the Normal Glee Club. At the close of the dinner, Dr. Osenbaugh, after a brief speech, introduced several members of the Normal Faculty who spoke along various lines. Dr. Miller discussed thoroughly the Extension work as it was carried on. Mr. Merriam, the Correspondence courses. Miss Barber, the Kindergarten and Primary work. Miss Kapp, Domestic Science and Home Economics.

"At the close of this general discussion, anyone interested along these lines retired to the room designated and the work was further discussed. At the close of the day, I believe about twenty teachers signed up for the Extension Course and have started upon the way of securing their Intermediate Certificate while ten or twelve who were not Normal graduates enrolled under the Correspondence Course and have set to work to secure their Normal Certificate.

"Quite a number went in for Art, Music, Domestic Science and Primary Reading. Don't you think it was worth while? I think it was simply grand and next time I have an Institute, I mean to take them again to Chico but not for a day but possibly two or three days. You should hear our teachers. They can't say enough in praise of this day and in fact of the whole Institute."

ITEMS OF INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, SEPTEMBER 16-23, 1920

The State Board of Education met in regular quarterly session in Oakland, meeting with the State Teacher-Training Conference the early part of the session.

President Phelps of the Santa Barbara State Normal School presented to the Board the problem of establishing courses for the corrective work of the state. He believes that the training of teachers for this class should be limited to one or two institutions, so that they will have large enough group to carry it along, and that the conditions of certification to cover this type of work should be laid down by the State Board of Education. The matter was left in Mr. Phelps' hands to work out a definite plan.

The Board voted in favor of an adequate annual registration of minors.

The Board voted to eliminate the words "in order to correct individual postural or organic defects" in paragraph D, "The teacher inspector is authorized," page 6, in Bulletin 10 H D, when a new edition is printed.

A committee from the Bay Section of the California Association of Applied Arts and Sciences asked the Board's approval of a plan to place in the schools of the state as supplementary material a pamphlet on lettering to be compiled by the association, the pamphlet to be printed by the Board. The committee was instructed to submit their material to the Cabinet for consideration and report at the next meeting.

The suggestion that in making up the legislative program it would be desirable to make the term of school trustees four years instead of two and have their terms of office expire

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In alternate years, was approved by the Board. The Commissioner of Vocational Education was authorized to call an art conference in the southern part of the state at such date as he may decide.

The Commissioner of Elementary Schools was authorized to call a conference in music early in February, 1921.

Mrs. May L. Cheney tendered her resignation as assistant secretary in charge of credentials, which was accepted.

A committee of high school principals from the City of Oakland appeared before the Board and submitted the following for the Board's consideration and approval:

"For graduation from a California high school, addition of a sixth major group, consisting of commercial, industrial, home economics, music, art, or any other course to be later approved by the State Board of Education."

The matter was referred to the Cabinet with instructions to report at the December meeting.

Retirement Salary Business

Retirement salaries were granted as follows:

Five hundred dollars per annum—Mrs. Margaret Hale Chappell, Santa Clara; Mrs. Ida A. Coady, Mill Valley; Frank J. George, Santa Barbara; Jewett C. Gilson, Oakland; Emory Evans Grinnell, Oakland; C. Marie Halvorsen, Los Angeles; Josephine Lemon, Oakland; Ada Martin, San Francisco; Mrs. Margaret W. A. Mathews, Riverside; William C. Roberts, Santa Ana; Stephen B. Wilson, Richmond; Charlotte Elmore Wood, Danville.

Under Section 14 of the law—Mrs. Mary R. Bonham, Bakersfield; Mrs. Isabel M. Campbell, Laguna Beach; Mary H. Lynch, Oleta; Anna Selene Meniham, Cloverdale; Kate Sophy Schiller, Kelso; Ada M. Savage, Los Angeles.

The Board adjourned to meet in Sacramento, December 6, 1920.

Respectfully submitted,

WILL C. WOOD,
Executive Secretary.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Sierra Educational News, published monthly, at San Francisco, California, for October 1, 1920, State of California, County of San Francisco—ss.

Before me, a Notary Public in and for the state and county aforesaid, personally appeared Arthur H. Chamberlain, who, having been duly sworn according to law, deposes and says that he is the Managing Editor of the Sierra Educational News, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, California Teachers' Association, San Francisco, Cal.

Editor, Arthur H. Chamberlain, San Francisco, Cal.

Managing Editor, Arthur H. Chamberlain, San Francisco, Cal.

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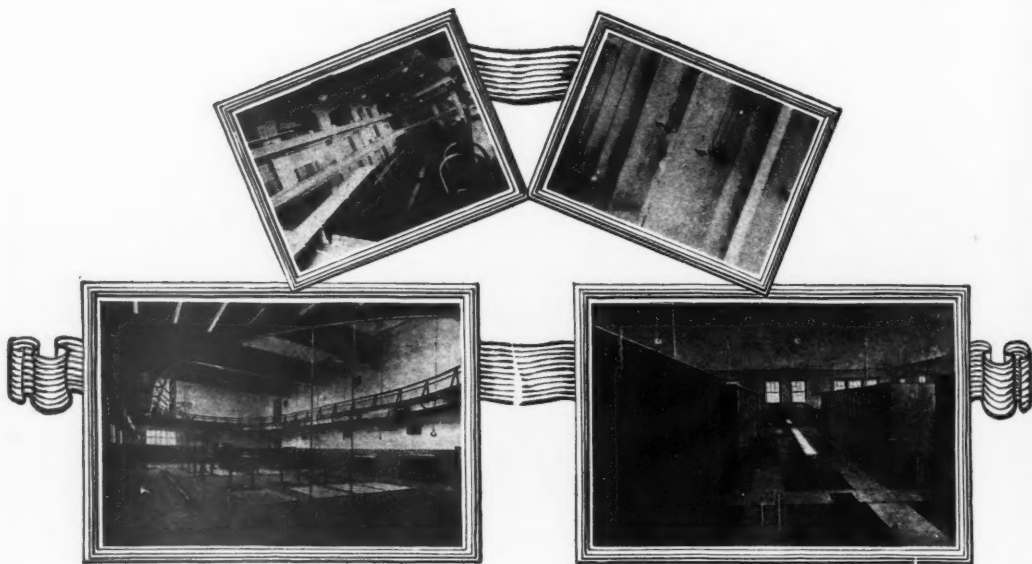
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No stockholders holding 1 per cent or more of total amount of stock.

Arthur H. Chamberlain, Secretary, San Francisco, Cal.

E. Morris Cox, President, Oakland, Cal.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities, are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stated by him.

5. That the average number of copies of stock, bonds, or other securities than as so each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is (This information is required from daily publications only.)

ARTHUR H. CHAMBERLAIN.

Sworn to and subscribed before me this 18th day of October, 1920.

(Seal)

L. A. MURASKY,

Court Commissioner of the City and County of San Francisco, State of California.
(My commission expires No limit.)

In order to obtain more accurate data concerning the accomplishments of California School Children and to deduce tentative standards of accomplishment for the various grades, 2 to 9 inclusive (and in some cases grades 10 to 12 also), Professor Cyrus D. Mead, of the University of California will attempt to obtain results this school year from 50,000 to 100,000 pupils in standardized tests. Principals, or superintendents, or teachers in rural, town or city schools, who are willing to co-operate in this study are asked to communicate directly with Prof. Mead and obtain further information. Some of these tests will cost nothing, but others may cost at the rate of 1c per pupil tested, this to be met by the local school. The above has the sanction of Superintendent Will C. Wood of the State Department.

Announcement reaches us from S. Y. Gillen, known throughout the country for his work as editor and publisher, that "The Western Teacher" and "The American Journal of Education" are to be discontinued. A most unique method of procedure is that followed by Mr. Gillen, who is refunding to subscribers the amounts paid by them in advance for unexpired subscriptions.



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LOS ANGELES

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The withdrawal of these educational magazines from the field will be a distinct loss to the profession. The Sierra Educational News extends to Mr. Gillen its best wishes for success in whatever field of enterprise he may engage.

The **Journal of Geography**, the official organ of the National Council of Geography Teachers, is now being published by A. J. Nystrom & Co. of Chicago. The Editor is Prof. Geo. J. Miller, State Normal School, Mankato, Minnesota, who is also Secretary of the National Council. The associate editors are: R. H. Whitbeck, University of Wisconsin; R. E. Brown, Rhode Island College of Education; James F. Chamberlain, Los Angeles; A. E. Parkins, George Peabody College for Teachers.

Subscription rate is \$2.00 per year but to members of the National Council the rate is \$1.50, which includes the membership fee. Subscriptions and applications for membership may be sent to the publishers, A. J. Nystrom & Co., 2249 Calumet avenue, Chicago.

Among the most attractive and useful trade catalogs that has come to our desk in many a day is Catalog 920, issued by C. F. Weber & Company. This features school equipment and supplies. In addition to the text and descriptive matter relating to various articles and supplies there are large cuts, so as to make perfectly clear to the prospective purchaser the character of the article in question. One section of the catalog is devoted to school furniture and office equipment; another to manual training and home economics equipment. The section having to do with maps, charts and globes is very extensive. There is a large section illustrative of art materials and of kindergarten and primary equipment, as well as athletic goods. There is a special catalog No. 920K, that is a reprint of the Art Section. These catalogs will be very useful on the desk of the teacher, the supervisor or the superintendent.

Mr. John R. Gregg, of the Gregg Publishing Company, has, with Mrs. Gregg, recently returned from a business and pleasure trip in Great Britain. Before leaving London, Mr. Gregg opened up an office in that city, which, as conditions are now in the world metropolis, is no small achievement. The office will be in charge of Mr. A. A. Bowle, who was for seven years, and prior to going to France, with Mr. Gregg in New York. While abroad, Mr. Gregg addressed a great many meetings of teachers, Rotary Clubs and other organizations. "Conditions," he says, "are not as bad there as they are represented in the newspapers. The feeling toward America and Americans is very cordial, and they are tremendously interested in everything American as never before."

Superintendent Elmer L. Cave, who has recently come to Vallejo from the superintendency at Bellingham, Washington, has evidently left behind many friends and admirers. The

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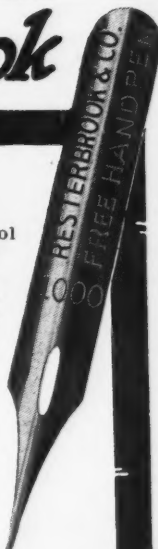
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people of Bellingham recently took occasion to draft resolutions of appreciation of the work and worth of Mr. Cave and of the loss sustained by Bellingham in the departure of Mr. Cave and family. One of the Bellingham papers carried an editorial of which the following is an extract:

"Superintendent Cave and his excellent family leave a host of friends and well-wishers in Bellingham. Their long stay here enabled them to form some pleasant attachments, and there are thousands of our citizens who will be pleased to know that an attractive offer from near their old California home was accepted by Mr. Cave and that the future for the former superintendent and his family is a pleasing prospect."

California is glad, indeed, to welcome Mr. Cave back once more.

Dr. Herbert R. Stolz has been appointed Assistant State Supervisor of Physical Education for California. Dr. Stolz is a Stanford graduate and was a Rhodes scholar at Oxford. He has served as Director of Physical Education for men at Stanford and in the Medical Corps of the army. He was at one time secretary to Dr. Jordan. He has competed in several international track meets.

The meeting of the Southern Section, C. T. A., will be held in Los Angeles, December 21st and 22nd. As possible speakers we may announce at this time President M. L. Burton of the University of Michigan, Dr. William McAndrew of New York, Professor Frank Alva Parsons of New York, Dr. A. E. Winship, Professor Gray of the University of Minnesota, Mr. B. R. Baumgardt. It is hoped also to secure Dr. Wm. M. Davidson, Superintendent of Schools of Pittsburgh, and Hon. Vaughan MacCaughey, Superintendent of Public Instruction for Hawaii.

The Central Section will hold its meeting on the same dates at Fresno. Detailed announcement will be made later.

Meeting of the Department of Superintendence at Atlantic City, February 28-March 3, Calvin N. Kendall, State Commissioner of Education of New Jersey, President of the Department.

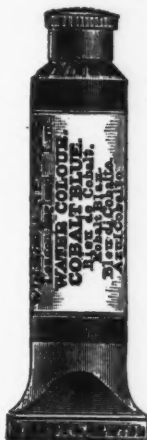
Colossal Growth of Colleges and Universities.
—To indicate the future strains for which colleges and universities must now be preparing, Julius H. Barnes, chairman of the Institute for Public Service, has issued a summary for 210 colleges and universities which shows enrollment for 1914, 1917 and 1920 in college and professional courses excluding summer and extension classes, and also what the registration will be in 1930 and 1950 if the growth of the last six years is continued. These 210 colleges which in 1914 had 187,000 students and last year 294,000 will have 471,000 in 1930 and 831,000 in 1950 if they continue the same number increase each year; if they keep on growing at the average percentage rate of the last six years they will have 659,000 in 1930 and 1,138,000 in 1950.

The six-year increase since 1914 is equal to 18 institutions the size of Columbia in 1914, or

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100 colleges the size of Vassar. Taking the lower estimate for 1950, it means finding facilities over three times the total for 1920 at six or seven times the salary cost; it means adding 644,000 students or 200 colleges the size of Yale last year, 60 universities the size of California, 400 colleges the size of Oberlin, over 1000 colleges the size of Williams, 1400 colleges the size of Bryn Mawr.

In percentage growth 28 institutions more than doubled, Sweet Brier led with 334%, Boston University came next with 333%, Union 324%, College of the City of New York 293%, University of Arizona 242%, Delaware State 188%, University of Oklahoma 16%, Akron's Municipal University 157%, Stevens Institute 141%, West Virginia 139%, William and Mary 136%, George Washington 136% and Minnesota 122%.

In numbers the largest increase in six years was by the College of the City of New York, 6800, University of California 6200, Boston University 4700. The smallest increase in any of the largest public universities was 855 by Mississippi and 750 by Cornell. Of the 210 institutions, only 14 had fewer students than six years ago, losing all told 668 students, of which Hunter College, N. Y. C., lost 108, Ohio University 126 and Yale 81.

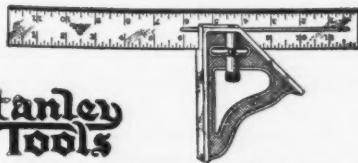
Educators are urged to discuss and consider: How the money is to be provided? To what extent students will pay out of graduation earnings? What, if any, radical changes must be made in purposes and requirements? How the throngs will be housed? Must present universities grow or more universities be built? The Institute for Public Service, New York City, is glad to help in furnishing facts for the discussion of these and similar questions.

J. G. Collicott, formerly Director of Vocational Education in the State of Indiana, has been elected Superintendent of Schools of Columbus, Ohio, which position was lately held by Superintendent J. H. Francis. Mr. Collicott has served acceptably in Tacoma and later in Indianapolis.

...The Vocational Education Association of the Middle West will hold the annual convention for 1921 in the city of Minneapolis, February 10th, 11th and 12th. This will be the first convention of the Association ever held outside of the City of Chicago.

The September-October issue of "The Coach," published by the Manufacturers' Publicity Magazine Company, contains some unusually "meaty" and interesting articles. From the initial article, "Credit—Sick or Healthy" to "Helpful Suggestions," the issue is well worth reading. A double page spread in attractive colors sends greetings from Eberhard Faber, "The Oldest Pencil Factory in America," to the National Association of Stationers and Manufacturers' Convention recently held in St. Louis.

Florence Cole, a graduate of the California School of Arts and Crafts, made the striking



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drawing on the back of the campaign booklet, giving all the facts concerning constitutional amendment number 16. The drawing shows a boy and girl on the way to school. Underneath is the caption, "The State owes them an education." A quarter million copies of this booklet were used in the campaign.

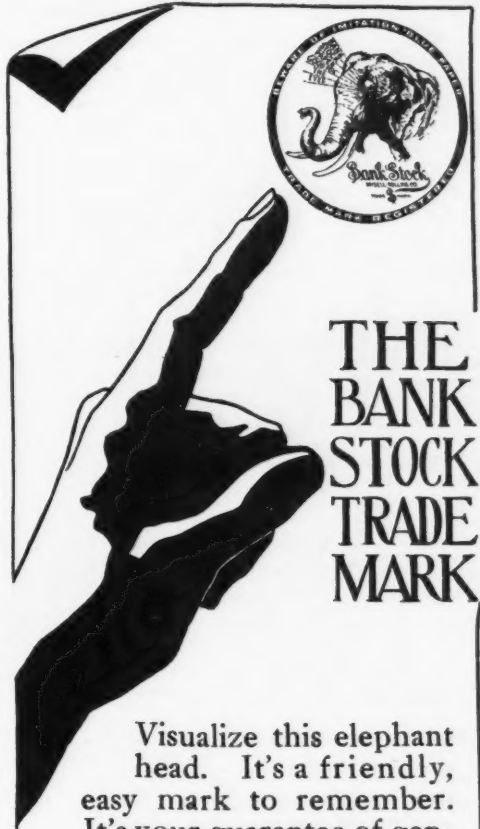
We have just learned of a teacher who started poor twenty years ago and has retired with the comfortable fortune of \$50,000. This was acquired through industry, economy, conscientious effort, indomitable perseverance and the death of an uncle who left her an estate valued at \$49,999.50.

The National Research Council is an organization of scientific men throughout the country, as well as those who are interested in technical lines, and in business and industry. The Council is established under the auspices of the National Academy of Sciences. Its essential purpose is the promotion of scientific research, and of the application and dissemination of scientific knowledge for the benefit of the national strength and well-being. Dr. George E. Hale, Director of the Mt. Wilson Observatory, Carnegie Institute, of Pasadena, is honorary chairman, and Henry A. Bumstead, Professor of Physics and Director of the Sloan Physical Laboratory, Yale University, chairman. Dr. Vernon Kellogg, for years connected with Stanford University, is the permanent secretary. Dr. Kellogg is also chairman of the Division of Educational Relations in the Council. The site for the new building in Washington, which is to serve as the home for the National Academy of Sciences and the National Research Council, has been obtained through the generosity of numerous financiers and philanthropists, including the Carnegie Corporation of New York.

Thomas E. Thompson, formerly Superintendent of Schools in Monrovia, and author of the well-known Minimum Essentials in Arithmetic, Language and Grammar, Geography, etc., has been appointed Director of Research Work and Mental Tests in the San Francisco State Normal School.

M. H. Patch, Instructor in Printing in the Willson Junior High School, Cleveland, Ohio, has issued a most helpful booklet on "The Making of a School Paper." It is a mine of information for any one interested in correlating the work of the Printing and English Departments of Junior High Schools. Among the topics treated are the following: Preparing Copy; The Study of Synonyms; The Fundamental Principles of Newsgathering; Heads; Cardinal Failures of Writers, etc.

Two Bulletins from the College of Agriculture, University of California, are of more than ordinary interest. Bulletin No. 325 is entitled "Rice Irrigation Measurements and Experiments in Sacramento Valley," prepared by Professor Frank Adams. The other, Circular No. 221, is by Elwood Mead, and is entitled "How California Is Helping People Own Farms and Rural Homes."



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California has, according to report from Secretary J. W. Crabtree, of the National Education Association, 3,250 active members in the organization. No doubt this number will be increased materially during the next few months.

Mr. Charles H. Dempsey, for a number of years Superintendent of Schools at Haverhill, Massachusetts, has been elected unanimously as Commissioner of Education of the State of Vermont. Mr. Dempsey has done a great work at Haverhill. He is well qualified for his new position. He has, since its organization, been a member of the Committee on Thrift Education of the National Education Association, of which the editor of this magazine is Chairman. Vermont may well be proud of her selection.

Latest on Sixteen.—Returns compiled on Amendment No. 16, the School System measure, revised today and based on semi-official figures from County Clerks from 5419 precincts out of 6154 in California, indicate the vote: For the amendment, 461,874; against the amendment, 262,496.

A recent report of the Grand Jury of Sacramento County pointed out glaring errors in the work of many county officials. Miss Carolyn M. Webb, County Superintendent of Schools, was one of a few whose work met with approval. The Grand Jury especially commended Miss Webb for her guard upon county school finances and urged that she be supported "in her earnest desire to forestall raids on the county funds."

AS OTHERS SEE US

The Registration Bureau of the California Teachers' Association has been in existence for nearly a year. It has fully justified its work in the service of the teachers of the State. Teachers generally have realized that the Bureau is their organization and is conducted in their interest and without profit.

Here are extracts from a few letters from dozens received that show how the work of the Bureau is appreciated:

It occurs to me that it would not come amiss to make some statement of appreciation concerning the prompt, convenient and efficient service rendered us by the California Teachers' Registration Bureau. I am very well pleased with the teachers secured through your Bureau.

A. H. SMITH,
Corcoran Union High School,
Corcoran, Cal., 6/8/20.

Permit me to express my appreciation of the kind and character of work you are doing through the Registration Bureau of the California Teachers' Association. I secured six teachers through your help this year. You have the right "dope."

G. W. HOFFMAN,
Principal Fortuna High School,
Fortuna, 8/9/20.

I have had occasion this summer to make frequent use of the Registration Bureau in the securing of teachers. I have been surprised at the facility with which the work was handled. Every courtesy has been shown us, and only such teachers recommended as were in every way qualified for positions under consideration.

T. S. MacQUIDDY,
Superintendent of Schools,
Watsonville, 8/6/20.

I have a high regard for the Teachers' Registration Bureau which you represent. I have secured several teachers through your bureau and find them to be as represented. Keep up the good work; a plan like yours is good for the school boards as well as teachers.

L. P. FARRIS, Principal,
Marysville High School, 7/6/20.

School officials with vacancies to fill or teachers desiring positions should at once write, phone, or seek personal conference with Teachers' Registration Bureau, California Teachers' Association, C. M. Rogers, Manager, Rooms 7 and 8, Wright Building, 2161 Shattuck Avenue, Berkeley. Phone, Berkeley 1689. Or address: California Teachers' Association, Flood Building, San Francisco.

Say you saw it in the Sierra Educational News